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NOTES AND NEWS

"Instruction in the Fine and Manual Arts in the United States" is the subject of *Bulletin* 1909, No. 6, of the United States Bureau of Education. It is a statistical monograph prefaced by a statement of the aim of instruction in these subjects. The attitude of the federal government, of the several states, and of municipalities whose population is four thousand or over is indicated by institutions for education in the fine and industrial arts and appropriations therefor.

A joint committee on school organization representing the New York Teachers' Association and the Brooklyn Teachers' Association is carrying on an investigation to ascertain the various practices in common use with regard to the promotion of pupils. A card has been prepared which enumerates the different plans now being tried, and asks for a statement on the part of the teachers of experience and principals and superintendents of their judgment regarding the various special plans enumerated. The card is reproduced below. It is suggestive as a list of current experiments in this difficult problem and it also furnishes teachers an opportunity to contribute to a report which should be of interest in contributing to a final solution of the problem. Anyone willing to contribute should send answers to Mr. Charles S. Hartwell, 234 Willoughby Ave., Brooklyn, N. Y.

Are you trying or have you tried any of the following plans of school organization? Do you recommend any of these plans as superior to the "common plan" of school organization? (1) Cambridge plan: Bright pupils may be transferred to shorter course; slow pupils to longer course; (2) Elizabeth plan: Opportunities are provided for frequent promotion; (3) Pueblo plan: Each individual child progresses as fast as he can and is promoted at any time; (4) Batavia plan: Two teachers are employed to teach one large class; (5) Departmental Teaching: Seventh and eighth years taught similarly to the high-school method; (6) Group teaching: Class is divided into two or more groups for study and recitation; (7) Preacademic school: Seventh and eighth years organized as a separate school; (8) Extension classes: Short commercial or industrial courses used to supplement elementary course; (9) Special classes of over-age or foreign-born children; (10) Ungraded classes: Classes organized for defectives or for incorrigibles; (11) Promotion by points: A proposition to advance pupils by subject and not by grades; (12) Chicago plan: Teachers can promote entire class as soon as grade work has been completed; (13) North Denver plan: Bright pupils help other pupils; (14) Are you trying any other plan than those named above? If so, describe on other side; (15) How long is your school term? . . . mos.; (16) How long is your elementary course of study? . . . yrs.; (17) How long is your high-school course of study? . . . yrs.; (18) How long is your daily school session or sessions? . . . hrs.; (19) Do you believe it is feasible to place each child in that grade or subject in which he may "work up to his fullest capacity"? (20) Should pupils repeat work in which they have satisfactorily "passed"?